

NCES DOVE UPDATE

DATA ON VOCATIONAL EDUCATION

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A QUARTERLY NEWSLETTER FOR THE NCES TECHNICAL REVIEW PANEL (TRP) ON VOCATIONAL EDUCATION



TRP MEETING RECAP

As usual, we had lively and productive discussions at the May DOVE TRP meeting. Thanks to all who attended and shared their expertise. In response to requests, Karen Levesque (MPR) e-mailed you three Powerpoint presentations from the meeting. Please let her know if you did not receive them (klevesque@mprinc.com).

Each year, we try to improve the TRP meeting to make it more valuable for NCES as well as for TRP members. We welcome your feedback on how we are doing; please send your comments about the structure or content of the meeting to Karen Levesque at voced-admin@mprinc.com.

NEW FORMAT FOR DOVE UPDATE

We want to make this newsletter as informative as possible. Starting with this issue, we are trying a new format in which each issue of the Update will focus on one DOVE activity. The current issue focuses on our efforts to improve the NCES DOVE Web site by adding a "Frequently Asked Questions" (FAQs) section.



IMPROVING THE NCES DOVE WEBSITE

If you have not yet perused the NCES DOVE Web site (<http://nces.ed.gov/surveys/dove>), we encourage you to do so. (Note that it is different from the DOVE TRP Web site maintained by MPR Associates.) The NCES site currently provides a brief overview of the DOVE program, a list of data sources used by the program (with links to each survey site), a list of DOVE publications (with links to order and download publications), a catalog of DOVE Updates, and links to other government sites with information on vocational education.

Many people search the DOVE Web site to get answers to specific questions about vocational education. In most cases, users will not find answers to those questions in the current Web site, because the answers may be "hidden" in the data in the text, tables, or figures of reports. To remedy this situation, we are adding a FAQs section to the site, as mentioned above.

Listed below are the sections we anticipate including in the FAQs. Note that this listing is tentative and subject to change. We welcome your suggestions about how to structure the FAQs section and what kinds of questions are important to ask. Please send your comments to Karen Levesque at voced-admin@mprinc.com.

Definitions This section provides background information on how NCES defines key terms such as vocational education, occupational concentrator, and occupational program areas.

Participation in Vocational Education This section is divided into two subsections: one for secondary education and the other for postsecondary education. These subsections provide information on how many students participate in vocational education, which students participate, and trends in participation over time.

Special Vocational Programs and Schools This section provides information on participation in particular types of vocational courses and programs (such as work-experience programs and career academies), and on the prevalence of specific types of vocational schools and postsecondary institutions (such as private proprietary schools).

Vocational Faculty This section also has sub-sections for information at the secondary and postsecondary levels. It provides data on the numbers of faculty at each level, their qualifications and work experience, teaching conditions and experiences, and related trends.

Academic Achievement and Progress This section provides information on the academic achievement of high school students who participate in vocational education. The section also includes information on the persistence and completion rates of high school and college students who participate in vocational education.

Post-School Outcomes This section includes information on the employment and educational outcomes of students at the secondary and postsecondary levels.

Adult Work-Related Education This section provides information on the extent to which adults participate in formal education for work-related reasons, including who participates in this type of learning, and trends in participation.

The site will also note some important topics that our data cannot address. These topics might include the quality, effectiveness, or value of vocational education programs, long-term outcomes, and the effects of specific policies or practices.